 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Ms. McCarthy **Lesson #:** Six

**Facet:** Application **Grade Level:** 10

**Numbers of Days:** Two classes **Topic:** Nutrition  
  
  
**PART I:**  
**Objectives**  
Student will understand that there are strengths, needs, and risks related to short-term and long-term health goals. Student will know key terms such as short-term health goal and long-term health goal. Students will be able to plan/create a short-term or long-term goal in which they address the possible strengths, needs, and risks related to the process and achievement of the goal.   
**Product:** Students will create an online presentation using Prezi.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Rationale:** Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that includes strengths, risks, and needs to achieve this goal.  
  
  
  
**Assessments**   
**Formative (Assessment for Learning)**  
**Section I –** There will be two times in which Checking for understanding will be incorporated into this lesson. On the first day, all students will participate in a Four Corners activity. Each corner of the room will represent an answer, Strongly Disagree, Disagree, Agree, and Strongly Agree. After a question related to goal-setting is asked, students will move to the corner that best describes how they feel about that question. The second activity that will check for students' understanding is the Mission Statement students will have to write on the second day of this lesson. Since students are creating their own health goals, they will need to write a "Mission Statement" that explains what the goal is and key ways it can be achieved.  
**Section II –** A rubric will be used by the teacher and the students. The rubric will be used as a guide as well as a grading tool. Students will be able to see what is expected from them when it comes to the product they have created. The rubric will have multiple categories of what the product should look like and include. There will be four levels of mastery shown for each category that students can refer to during the creation process.   
**Summative (Assessment of Learning): Prezi (25 points)**: Students will be setting their own short- or long-term health goal in regards to nutrition. Once students develop a nutrition-based goal, they will create a prezi that allows them to apply strengths, risks, and needs surrounding the overall process of creating and carrying out this goal. The should consider what it will take to actively work on being successful in carrying out this goal. This is an individual project and will not be shared once completed. This may be an emotional process that some students prefer not sharing with others. I will be the only person viewing the final products, unless students decide otherwise.  
  
  
  
**Integration**  
**Technology:** Students will be creating an online presentation, using Prezi, that will incorporate multiple types of digital media and technology. Students will incorporate video, audio, and pictures. They can either find them online using Creative Commons or students can create them using cameras and other audio/video software.  
Students will use Inspiration to create an outline OR web diagram which will be used as an aid in the goal-setting process.

Students will listen to, and watch, a song that lists the ABC’s of goal-setting. It names numerous components that aid in creating a successful goal.  
**Content Areas:** English- Using correct spelling, grammar, mechanics, language, etc. Art- Make Prezi appealing with layout, design, and graphics. Psychology- Considering how the process of achieving a goal can effect mental and/or emotional health.  
  
  
**Groupings**   
**Section I -** Students will use Inspiration to create either an outline or web diagram. This will be the graphic organizer they use when developing all the aspects of their goal. Students, in groups of four, will participate in a Student Roles cooperative learning activity that allows them to review and discuss multiple examples of short- and long-term goals. Each student will take turns in facilitating the discussion, timing the activity, recording the information, and sharing the groups ideas with the entire class.  
**Section II –** Students will be doing the summative assignment for this lesson individually. Developing a nutrition-based goal can be an emotional process that some prefer not to share. Before starting on the assignment, students will participate in a cooperative learning activity that allows them to review and discuss all aspects of goals that have been provided by the teacher. This method has been chosen for two reasons based on the needs of students. The first reason is that it allows all students to understand the multiple factors they should consider when developing their own health goal. The second reason is that it allows students to feel safe and comfortable because they are not being asked to discuss the specific goal they want to achieve.  
  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** Consider/create attainable health goals.  
**Verbal:** Student discussion during cooperative learning activity.  
**Visual:** Inspiration used as a graphic organizer  
**Musical:** <http://www.youtube.com/watch?v=V75LcoCitKI> Goal setting song, used as hook.  
**Intrapersonal:** Each student will develop his/her own nutritional goal. They will create a prezi that allows them to apply strengths, risks, and needs surrounding the overall process of creating and carrying out this goal.  
**Interpersonal:** Cooperative learning activity.  
**Kinesthetic:** Four Corners activity.  
**Naturalist:** Allowing students the freedom of creating their own goal. Students may choose a goal related to growing their own food.  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
  
**Plan for accommodating absent students:**  
If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed. This lesson only lasts one class, however, the product will be due by the following class, giving students two days to do it.   
  
**Extensions**  
  
**Type II technology:**  
Students will be creating a prezi surrounding a short-term nutrition goal they would like to achieve. They should discuss the strengths of this goal and the needs required in achieving it. They should also consider the possible risks they may encounter when trying to achieve this goal.  
Students create their own graphic organizer using Inspiration.  
Use of a music video clip on YouTube that lists multiple attributes of goal-setting.  
**Gifted Students:** Gifted students will be asked to create a long-term nutrition goal. They will still have to consider and apply all the strengths, risks, and needs associated with the specific goal.  
  
**Materials, Resources and Technology**  
**-**Laptops   
-Inspiration  
-Prezi account  
-Pens/pencils and paper  
-Rubrics  
-<http://www.youtube.com/watch?v=V75LcoCitKI> ABC's of Goal Setting song  
  
  
  
**Source for Lesson Plan and Research**  
<http://www.youtube.com/watch?v=V75LcoCitKI>Song about the ABCs of goal-setting  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/D2.html> Specific/Measurable Goals  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/D3.html> Challenging and Realistic Goals  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/D5.html> Start/Completion Times Goals  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/E3.html> Analyzing your goals  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/E5.html> Writing your own Mission Statement  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/E6.html> Improving Motivation and Goals  
<http://topachievement.com/smart.html> S.M.A.R.T. Goals (detailed definitions)  
<http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html> Five facts about goal-setting  
<http://kidshealth.org/teen/food_fitness/> Examples of, and possible ideas for, healthy goals  
  
  
**PART II:**  
  
**Teaching and Learning Sequence**  
  
Room Arrangement: Desks will be grouped, four desks per group.  
  
  
**Day One:** Introduction of . 80 minutes.

* Before anything else, a YouTube clip will be shown. The clip is a song called the ABC's of Goal-Setting. (5 minutes.)
* All students will participate in the Four Corners activity. (10 minutes.)
* Students go back to their seats. (5 minutes.)
* Start cooperative learning activity, Student Roles. (40 minutes.)
* Discussion about knowing and considering all of the possible strengths, risks, and needs when creating a goal. (15 minutes.)
* Mission Statement. (5 minutes.)

**Day Two:** Continuum of previous class. 80 minutes.

* Give benchmark assignment, hand out rubrics, students start creating their Prezi. (5 minutes.)
* Individually go over Mission Statements with each student. (20 minutes.)
* Class discussion. (20 minutes.)
* Revised Mission Statements. (5 minutes.)
* Allow students to work on projects. (25 minutes.)
* Discuss assignments due next class. (5 minutes.)

Students will understand that there are strengths, needs, and risks related to short-term and long-term goals. This is because it is important to know and understand all of the aspects that contribute to the success of not only achieving a goal, but creating one as well. Students develop and analyze a plan to attain a personal health goal. The first thing I will do once class has begun is play the ABC's of Goal-Setting. This song lists just some of the numerous components that contribute to creating a realistic goal and being successful in achieving that goal. After the song has ended, I will ask my students to all stand up. I will direct students' attention to each corner of the room, one being labelled as Strongly Disagree, another labelled as Disagree, the third one being Agree, and the final corner being Strongly Agree. I will let students know that there are no right or wrong answers during this activity, it is based on opinion and comfortable level. I will ask a handful of questions, starting with questions related to goal-setting in general and moving on to specifics, like the strengths, risks, and needs. This activity will give me a lot of insight on what I may need to go over, but before I start to present information, students will participate in a cooperative learning activity.   
**Where, Why, What, Hook, Tailor:** Musical, Verbal, Interpersonal, Intrapersonal, Kinesthetic  
  
  
Students will know key terms such as; goal, long-term goal, short-term goal, and S.M.A.R.T. goals. Students will be able to apply the possible strengths, risks, and needs of goal-setting to a specific goal they have created. See content notes. After checking for understanding with the Four Corners activity, students will return to their desks and prepare to participate in a cooperative learning activity that requires Student Roles. There will be a sheet of goal scenarios on each cluster of desks. Students will take turns facilitating the discussion, timing the activity, recording the information, and reporting the ideas to the class. Once every member of each group has assumed all four roles at least once, we will move on to a brief question/answer session. Students will be encouraged to ask any clarifying questions, if there are none, I will then pose the idea of creating our own nutrition goals. I will then ask students to write a Mission Statement in which they create a goal they would like to achieve. They should also include possible ways to ensure that this goal can and will be achieved. This will be due at the end of class as a sort of Exit Ticket. I will look over all of the statements and give feedback. These statements will be returned to the students at the beginning of the next class. Before handing the statements back, though, I will tell them about the benchmark assignment, which is an individual assignment in which they will be making a Prezi. I will ask students to take out their laptops and open up Inspiration while I hand out the rubrics and requirements. Students will be using Inspiration to make either an outline or a web diagram that will aid in the planning process for this assignment. I will then meet with each student individually to discuss the goal they have created. I will give specific feedback about how realistic and/or attainable the goal is or isn't.  
**Equip, Explore, Rethink, Tailors:** Visual, Verbal, Interpersonal, Intrapersonal, Logical  
  
  
Students will be able to apply the possible strengths, risks, and needs of goal-setting to a specific goal they have created. Individually students will create a goal they would like to achieve. They will consider all the strengths surrounding this goal and what they will need to achieve it. They will also have to consider possible risks that can come out of trying to achieve this goal. General education students will center this project around a short-term goal whereas gifted students will be considering a long-term goal.  
There will be some class time to work on this project, but it will mostly be done outside of class. Students will have the rubric to refer to while creating this project. I will also be checking in with students when it comes to their Mission Statement. they will be asked to revise it after I have given feedback.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Intrapersonal, Logical, Visual, Verbal  
  
  
A survey created on surveymonkey.com will be used to check for understanding. By use of a rubric, students will evaluate how (individually) they think they did. using the same rubric, students will be evaluated by their partner as well as myself. Both general education students and gifted students will be receiving the same rubric. The task at hand, however, will be different. General education students will be analyzing either the idea of a short-term goal OR that of a long-term goal; whereas, gifted students will be analyzing the distinct difference between short-term and long-term goals. Each set of partners will present their digital short story during the second half of day two of this lesson.  
  
There are multiple times where I check for understanding. I use Four Corners at the beginning of day one to see how comfortable students are with components of setting goals. I also have each student write their own Mission Statement which gets passed in at the end of day one of this lesson. I ask students to do this so I can see what they understand about actually creating goals. I give feedback and have students edit their Missions Statements, they cannot start writing anything on their Prezi until I have approved their Mission Statement. I want to make sure they are creating realistic goals that are attainable. The Prezi its self is assessed with a rubric.  
**Evaluate, Tailors:** Intrapersonal, Verbal, Visual, Logical, Kinesthetic  
  
  
  
**Content Notes**   
In general...  
  
Students will know:

* How to write their own Mission Statement.
* How to create specific, measurable goals.
* How to create challenging, yet realistic goals.
* How to analyze and improve goals.
* The 5 Facts about goal setting (according to [Teen Health](http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html))
* Multiple examples of short-term and long-term goals.

Specifically...  
  
Students will know:

* A Mission Statement should include information about your:
  + Personal Goals,
  + Academic Goals,
  + Social Goals OR
  + Occupational/Professional
* After reading your Mission Statement, even a stranger should know:
  + What you really value
  + What you want
  + What you will do
* How to use the S.M.A.R.T. method when planning a goal.
  + Specific: Addresses who, what, when, where, why, and how.
  + Measurable: There is a starting point/time and an ending point/time that allows noticeable progress over time. (A finish line must be made before it can be crossed.)
  + Attainable: Necessary steps are set that allow you to reach the goal. If attainability is ensured, motivation is produced. If motivation is produced, the goal is more likely to be achieved.
  + Realistic: A goal must be achievable; first in general, then over a specific time frame. Ask yourself, "Am I capable of achieving this goal?" and/or "Am I willing to work for this goal?"
  + Timely: Aiming to achieve a goal in a specific time frame aids in motivation, which in turn, aids in the success of achieving the goal.
* The 5 Facts About Goal Setting (according to [Teen Health](http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html))
  + **Specific, realistic goals work best.** When it comes to making a change, the people who succeed are those who set realistic, specific goals. "I'm going to recycle all my plastic bottles, soda cans, and magazines" is a much more doable goal than "I'm going to do more for the environment." And that makes it easier to stick with.
  + **It takes time for a change to become an established habit.** It will probably take a couple of months before any changes — like getting up half an hour early to exercise — become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
  + **Repeating a goal makes it stick.** Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works too.) Every time you remind yourself of your goal, you're training your brain to make it happen.
  + **Pleasing other people doesn't work.** The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a girlfriend, boyfriend, coach, parent, or someone else wants you to. It will be harder to stay on track and motivated if you're doing something out of obligation to another person.
  + **Roadblocks don't mean failure.** Slip-ups are actually part of the learning process as you retrain your brain into a new way of thinking. It may take a few tries to reach a goal. But that's OK — it's normal to mess up or give up a few times when trying to make a change. So remember that everyone slips up and don't beat yourself up about it. Just remind yourself to get back on track.

**Handouts**  
-Rubrics  
  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
***Clipboard:*** Clipboards like organization, so having multiple options to choose from when it comes to graphic organizers will not only be useful, but appreciated too. Assessing mastery with a rubric gives concrete requirements which makes this learner's life so much easier. These students like to learn about real-world applications, asking them to plan a goal and consider all the possible strengths, risks, and needs will be a fun learning experience.  
***Microscope:***  
These students like to work alone and organize their work. Allowing them to create their own graphic organizer, on their own, will be much appreciated.  
***Puppy:*** Puppies love working with others and having discussions. There are many opportunities in which puppies get to discuss ideas, not only in small groups, but as an entire class.  
***Beach Ball:*** The beach ball learners love to create and try new things. All the cool features Prezi has to offer will have these students totally engaged! Giving them a challenge like creating their own goal and consider every aspect of that goal is will only engage these learners even more.  
**Rationale:** By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.  
  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
**Formative (Assessment for Learning)**  
**Section I –** There will be two times in which Checking for understanding will be incorporated into this lesson. On the first day, all students will participate in a Four Corners activity. Each corner of the room will represent an answer, Strongly Disagree, Disagree, Agree, and Strongly Agree. After a question related to goal-setting is asked, students will move to the corner that best describes how they feel about that question. The second activity that will check for students' understanding is the Mission Statement students will have to write on the second day of this lesson. Since students are creating their own health goals, they will need to write a "Mission Statement" that explains what the goal is and key ways it can be achieved.  
**Section II –** A rubric will be used by the teacher and the students. The rubric will be used as a guide as well as a grading tool. Students will be able to see what is expected from them when it comes to the product they have created. The rubric will have multiple categories of what the product should look like and include. There will be four levels of mastery shown for each category that students can refer to during the creation process.   
**Summative (Assessment of Learning): Prezi (25 points)**: Students will be setting their own short- or long-term health goal in regards to nutrition. Once students develop a nutrition-based goal, they will create a prezi that allows them to apply strengths, risks, and needs surrounding the overall process of creating and carrying out this goal. The should consider what it will take to actively work on being successful in carrying out this goal. This is an individual project and will not be shared once completed. This may be an emotional process that some students prefer not sharing with others. I will be the only person viewing the final products, unless students decide otherwise.  
**Rationale:** Multiple forms of assessment have been used during this lesson. This is because I realize that each student is different and unique when it comes to the way in which they learn and express mastery. I have tried my best to cater to multiple intelligences and learning styles to aid in the overall success of the entire class. Students express understanding throughout the lesson by means of moving around the classroom, participating in small group and whole class activities and discussions, and creating by expressing their understanding of all aspects of goal setting through the planning of their own personal health goal.  
  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:** See content notes.  
  
  
**MLR or CCSS:**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
**Facet:** Application  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies**  
  
**Logical:** Consider/create attainable health goals by setting S.M.A.R.T. goals.  
**Verbal:** Student discussion during cooperative learning activity.  
**Visual:** Inspiration used as a graphic organizer  
**Musical:** <http://www.youtube.com/watch?v=V75LcoCitKI> Goal setting song, used as hook.  
**Intrapersonal:** Each student will develop his/her own nutritional goal. They will create a prezi that allows them to apply strengths, risks, and needs surrounding the overall process of creating and carrying out this goal.  
**Interpersonal:** Analyze/Discuss cooperative learning activity.  
**Kinesthetic:** Four Corners activity.  
**Naturalist:** Allowing students the freedom of creating their own goal. Students may choose a goal related to growing their own food.  
  
**Type II Technology:** Students will be creating an online presentation, using prezi, that will incorporate multiple types of digital media and technology. Students will incorporate video, audio, and pictures. They can either find them online using Creative Commons or students can create them using cameras and other audio/video software.  
Students will use Inspiration to create an outline OR web diagram which will be used as an aid in the goal-setting process.  
Use of a music video clip on YouTube that lists multiple attributes of goal-setting.  
**Rationale:** Throughout this lesson I have incorporated many types of instructional strategies, as well as multiple opportunities to use various technology tools. By incorporating such a wide array of activities and strategies I have ensured that the needs of all students are met. I have also created a safe, comfortable learning environment for each student. I have allowed each student to learn and express mastery of content in a way that they understand and feel comfortable with.They are using Inspiration to create either a web or an outline which will cater to their organizational needs. Students also have a balance of cooperative and individual-based activities.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** Throughout this lesson I have incorporated many types of learning activities, some technology-based and others, not. I have encouraged creativity through discussion opportunities and the benchmark assessment. I engaged students in exploring real-world issues by asking them to consider short-term and long-term goals, which can be applied to everyday life. I allow for both individual and collaborative opportunities, as well as I give a variety of ways for students to absorb, process, and express knowledge of the content.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:** During this lesson, students have had the chance to use multiple technology tools to aid in their understanding, as well as the expression of their understanding. Students use Inspiration to create their own graphic organizer that suits their specific needs. Students use the the graphic organizer to further understand all contributing aspects of creating and achieving goals. Students use Prezi to express their mastery behind this idea.